

Equestrian General Studies

Annual Assessment Report 2016-2017
Created by Assessment Insight System

Annual Assessment

Equine General Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The Equestrian Studies division is committed to the welfare of the horse, the diversity of the industry, and assisting our students in finding their voice in the equestrian community.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2015-2016

45

Student Majors 2016-2017

48

Student Minors 2016-2017

Concentrations 2015-2016

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Leadership 6

Art 1

Therapy 14

Equine Media 4

Equestrian Studies 22

Concentrations 2016-2017

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Leadership 6

Art 4

Therapy 14

Media 1

Equestrian Studies 24

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

As a unique program, the equestrian studies majors draw students with many different skills and many different career goals. As a department we look at students who persist in any one of the equestrian majors as a success as well as students who enter the university as equestrian majors and persist as majors in another department. It is important that these students are tracked as the overwhelming majority of our student all begin as Equestrian Science majors. It is challenging to help incoming students understand the reality of what it takes to be successful as an equestrian science major until they have the opportunity to explore what the equine industry has to offer. Much of this "career counseling" occurs during EQU 111 Introduction to the Horse Industry taken their first or second semester at WWU. At this point some students decide that an Equine Administration or Equestrian General Studies major is more suited to their career goals.

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

There is not currently an accrediting body for equestrian programs at this time. However, we have remained active with the National Association of Equine Affiliated Academics and this organization is moving toward development of national standards.

Program Assessment

Standard/Outcome

Identifier	Description
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WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
EQGS 2016.1	Understand dynamics of the equine industry.
EQGS 2016.2	Understand the theories and processes for proper treatment of equine illnesses and general management.
EQGS 2016.3	Utilize communication techniques in multiple facets of the equine industry.
EQGS 2016.4	Explain legal, ethical and industry issues in the specific riding disciplines.
EQGS-Art.5	Examine techniques and methods of design and application in a variety of art media.
EQGS-Assisted Therapy.5	Develop teaching methodologies in various situations.
EQGS-Assisted Therapy.6	Evaluate the differences between a equine assisted therapy program and a traditional riding program.
EQGS-Assisted Therapy.7	Identify principles of anatomy and physiology as they relate to the equine-assisted client.
EQGS-Assisted Therapy.8	Summarize qualities necessary for equine-assisted therapy success.
EQGS-EQS.5	Explain the relationship between historical and modern influences on the equine industry.
EQGS-Leadership.5	Compare methods of leadership in business and industry settings.
EQGS-Media.5	Explain best practices in print and production in equine media.
EQGS-Media.6	Summarize qualities necessary for the equine media industry.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Critical Analysis: (9 credit hours)

- Critical Thinking (3 credit hours) Students are challenged to consider multiple viewpoints, analyze courses and synthesize information related to the field throughout their program of study.
- Ethical Reasoning (3 credit hours) Equestrian students regularly consider ethical problems both in class and in practical experiences both on and off campus. They examine the role of conflict and competing

interests and use a variety of models or theories related to ethical reasoning in solving or approaching moral dilemmas related to the equine industry.

- Meaning (3 credit hours) Students are required to analyze texts and identify central themes and interpret underlying meaning using discipline and industry topics in multiple courses.

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

Creative Expression: (12 credit hours)

- Communication (9 credit hours) Students develop and practice communicating through written and oral formats related to the field.
- Fine & Performing Arts (3 credit hours) Students examine products of human creativity through the observation and analysis of creative works related to the horse.

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

Quantitative Inquiry: (10 credit hours)

- Natural Sciences (7 credit hours) Equestrian students understand the natural world through observation of systems, formation and testing of hypotheses during both practical and theory based equestrian coursework.
- Mathematics (3 credit hours) Equestrian students analyze data and statistics and identify quantitative relationships through the study of industry and discipline specific topics at multiple levels of the program.

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

Society & the Individual: (12 credit hours)

- Social Science (3 credit hours) Equestrian students study the behavior of people and employ principles of science to explain their observations through case study and course projects in a variety of equestrian courses.
- Diversity (3 credit hours) Equestrian students are challenged to explore and develop their understanding of traditions and cultures in which horses are used for work, sport and recreation.
- Historical Perspective (6 credit hours) Equestrian students are challenged in many equestrian courses to think historically. This requires them reflect on how the past has shaped the equine industry and all related components.

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

I - Introduced

R - Reinforced

M - Master

EQGS

	BUS 206	BUS 332	EQU 111	EQU 117	EQU 118	EQU 221	EQU 403	EQU 415	MIS 125	EQS 330	EQS 331	EQS 332	EQS 335	EQA 305	EQS 205	EQS 212	EQS 304	EQS 306
EQGS 2016.1 Understand dynamics of the equine industry.			I	I	I	R	M	M, A		R	R	R	R					
EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.				I	I	R, A	M	M, A		R	R	R	R	I	I	R	R	
EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.	I	R	I			R	M, A	M, A	I	R	R	R	R	R	R	R	R	
EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.			I	I	I	R	M	M, A		M, A	M, A	M, A	R	R	I	R	R	

	EQS 311	EQS 327	EQS 328	EQS 404	EQS 320	EQU 201	EQU 391	EQU 405	Student Performance Review
EQGS 2016.1 Understand dynamics of the equine industry.			R	M		R	M		A
EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.			R	M		R	M		
EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.	I	I	R	R	I	R	R	M	
EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.		R	R	M		R	R	M	

Media Concentration

	EQS 327	COM 110	COM 150	COM 224	COM 330	COM 337	EQU 403	EQU 415	Student Performance Review
EQGS-Media.5 Explain best practices in print and production in equine media.	M	I	R	R, A		M	R, A	M, A	
EQGS-Media.6 Summarize qualities necessary for the equine media industry.	M	I	R	R	M	M	R, A	M, A	

Art Concentration

	ART 105	ART 202	ART 110	ART 208	ART 256	EQU 403	EQU 415	Student Performance Review
EQGS-Art.5 Examine techniques and methods of design and application in a variety of art media.						R, A	M, A	

Leadership Concentration

	COM 203	COM 213	COM 337	COM 335	COM 330	COM 316	COM 434	EQU 403	EQU 415	Student Performance Review
EQGS-Leadership.5 Compare methods of leadership in business and industry settings.	R	R	M		R	R	M	R, A	M, A	

Equestrian Studies Concentration

	EQA 320	EQS 320	EQU 201	EQU 403	EQU 415	Student Performance Review
EQGS-EQS.5 Explain the relationship between historical and modern influences on the equine industry.	M	M, A		R	M, A	

Equine Assisted Therapies Concentration

															Student Performance Review
	EDU 231	EQS 212	EQS 230	EQS 231	EQS 232	EQS 235	EQU 201	EQU 211	PED 205	PED 321	PED 215	PED 350	EQU 403	EQU 415	
EQGS-Assisted Therapy.5 Develop teaching methodologies in various situations.		I, A	R	R	R	R		M						A	
EQGS-Assisted Therapy.6 Evaluate the differences between a equine assisted therapy program and a traditional riding program.	R	I	R	R	R	R		M	I	R			R, A	A	
EQGS-Assisted Therapy.7 Identify principles of anatomy and physiology as they relate to the equine-assisted client.	R	I	R	R	R	R		M, A	I	R				A	
EQGS-Assisted Therapy.8 Summarize qualities necessary for equine-assisted therapy success.		I	R	R	R	R		M, A					R, A	M, A	

Assessment Findings

Assessment Findings for the Assessment Measure level for EQGS

EQGS 2016.1 Understand dynamics of the equine industry.				
Assessment Measures				
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #1—85% of graduating seniors earning 73% or above from both assessors for objective #1 been met yet? Met	Fall 2016— 11/11 100%		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion EQGS Competency Test-- EQGS juniors and seniors average 75% accuracy on the competency test questions coded to objective #1 been met yet? Not met	4/19 earned benchmark scores	EQS_Assessment_Grades_2017_.xlsx	- Curriculum Revision: We anticipated a rough start to the competency test as we just started the move to an EQGS proficiency exam. We hope to see the scores improve as the test sequence and preparation that goes with it moves forward.

EQGS 2016.2 Understand the theories and processes for proper treatment of equine illnesses and general management.

Assessment Measures

EQU 221				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Stable Management Plan—85% of EQGS declared students enrolled in Stable Management course score 73% or above on the stable management plan assignment been met yet? Met	Fall 2016: 23/25 92% earned benchmark scores 18/19 94% earned benchmark scores 41/44 93% for the 16-17 year	EQU_221_stable_management.png	

EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #2—85% of graduating seniors earning 73% or above from both assessors for objective #2 been met yet? Met	Fall 2016—10/11 90% Spring 1/1 100%	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	

EQGS 2016.3 Utilize communication techniques in multiple facets of the equine industry.				
Assessment Measures				
EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion 85% of EQU 403 students earn 85% or above on the mentor project been met yet? Met	Fall 2016—11/12 91%		
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #3—85% of graduating seniors earning 73% or above from both assessors for objective #3 been met yet? Met	Fall 2016—10/11 90% Spring 1/1 100%	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	
EQGS 2016.4 Explain legal, ethical and industry issues in the specific riding disciplines.				
Assessment Measures				
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #4—85% of graduating seniors earning 73% or above from both assessors for objective #4 been	Fall 2016—9/11 81% Spring 1/1 11/12 91% for the 16-17 year	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	

	met yet? Met			
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EQS330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Met	88% earned 73% or better on the assignment	Dressage_Issues_Rule_book_quiz.jpg	

EQS 331				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Met	Fall 2016: 90% 9/10 earned benchmark scores		

EQS 332				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment been met yet? Met	4/5 80% earned scores of 85% or better		

EQS 335				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 85% of students enrolled in issues courses earned 85% or above on the issues rulebook assignment	Fall 2016—12/13 92% earned scores of 73% or better on Worksheet #2 (rule book artifact and case study)		

	been met yet? Met			

Assessment Findings for the Assessment Measure level for Media Concentration

EQGS-Media.5 Explain best practices in print and production in equine media.				
Assessment Measures				
COM 224				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion COM 224 Equine Production Training Demo Assignment Training Demo-85% of students earn scores of 70% or better on the selected assignment been met yet? Met			
EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion EQU 403 Self-Promotion Assignment—85% of students earn 85% or above on the self-promotion assignment been met yet? Met	Fall 2016--1/1 media concentrations 100%		
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5c—85% of graduating seniors earning 85% or above from both assessors for objective 5c been met yet? Not met	Fall 2016—0/1 Media concentrations		

EQGS-Media.6 Summarize qualities necessary for the equine media industry.				
Assessment Measures				
EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion EQU 403 Business Model worksheet—85% of students earn 85% or above on the assignment been met yet? Not met	Fall 2016—10/12 83%		
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 6c—85% of graduating seniors earning 73% or above from both assessors for objective 6c been met yet? Met	Fall 2016—1/1 100%		

Assessment Findings for the Assessment Measure level for Art Concentration

EQGS-Art.5 Examine techniques and methods of design and application in a variety of art media.				
Assessment Measures				
EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion EQU 403 Self-Promotion Assignment—85% of students earn 85% or above on the self-promotion assignment	NO ART CONCENTRATIONS FALL 2016		

	been met yet?			
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5e—85% of graduating seniors earning 85% or above from both assessors for objective 5e been met yet?	NO ART CONCENTRATIONS FALL 2016		

Assessment Findings for the Assessment Measure level for Leadership Concentration

EQGS-Leadership.5 Compare methods of leadership in business and industry settings.				
Assessment Measures				
EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQU 403 Pitfalls Project—85% of students earn 85% or above on the assignment been met yet? Not met	Fall 2016--0/1 earned benchmark scores		
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5d—85% of graduating senior earning 73% or above from both assessors for objective 5d been	Fall 2016--0/1 earned benchmark scores from both assessors Spring 1/1 earned benchmark scores 1/2 50% for the 16-17 year	Via_Equestrian_Senior_Portfolio_01_FUL_3_Spring_1617_Scores_05_12_2017_122131.csv	- Curriculum Revision: Students seem to struggle to write their reflections to explain this objective and assessors are inconsistent with what they expect.

	met yet? Not met			The low student numbers meant that just one poor reflection had a major impact.
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Assessment Findings for the Assessment Measure level for Equestrian Studies Concentration

EQGS-EQS.5 Explain the relationship between historical and modern influences on the equine industry.				
Assessment Measures				
EQU 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Students earn 85% or above on the EQS 320 Origins of Modern Riding Unit 1 Quiz been met yet? Not met	Fall 2016: unit 1 13/20 students 65%		
Direct - Class Assignment	Has the criterion Students earn 85% or above on the EQS 320 Origins of Modern Riding Reading Guide and Quiz 7 been met yet? Not met	Fall 2016: quiz 9 13/20 students 65%		
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective #5a—85% of graduating seniors earning 73% or above from both assessors for objective #5 been met yet? Met	Fall 2016—8/9 88%		

Assessment Findings for the Assessment Measure level for Equine

Assisted Therapies Concentration

EQGS-Assisted Therapy.5 Develop teaching methodologies in various situations.				
Assessment Measures				
EQU 212				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQS 212 Theory of Teaching-Teaching Philosophy project—85% of declared EQGS students earn 73% or above been met yet? Met	Fall 2016 23/25 92%		

EQU 415				
Assessment Measures				
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 5b—85% of graduating seniors earning 73% or above from both assessors for objective #5b been met yet? Met	Fall 2016— 1/1 100%		

EQGS-Assisted Therapy.6 Evaluate the differences between an equine assisted therapy program and a traditional riding program.				
Assessment Measures				
EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion EQU 403 Business Model Worksheet—85% of EQGS/EAT students earn 85% or above on the assignment been	Fall 2016— 1/1 100%		

	met yet? Met			
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 6b—85% of graduating seniors earning 73% or above from both assessors for objective 6b been met yet? Met	Fall 2016—1/1 100%		

EQGS-Assisted Therapy.7 Identify principles of anatomy and physiology as they relate to the equine-assisted client.				
Assessment Measures				
EQU 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion EQU 211 Assignment—85% of students enrolled in the course earn 73% or above on the designated assignment been met yet?			
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion EQGS Portfolio Rubric Objective 7b—85% of graduating seniors earning 85% or above from both assessors for objective 7b been met yet? Met	Fall 2016—1/1 100%		

EQGS-Assisted Therapy.8 Summarize qualities necessary for equine-assisted therapy success.				
Assessment Measures				

EQU 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion EQU Test #2 85% of students earn 73% or better on the test questions that correspond to objective 8b been met yet?			
EQU 403				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Professional Collaboration Project—85% of students earn 85% or above on the assignment been met yet? Met	Fall 2016— 1/1 100%		
EQU 415				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion EQGS Portfolio Rubric Objective 8b—85% of graduating seniors earning 73% or above from both assessors for objective 8b been met yet? Not met	Fall 2016— 0/1 0%		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	EQGS 2016.1 Understand dynamics of the equine industry.
Legend	A
Course/Event	Student Performance Review
Assessment Measure	Direct - Quiz/Exam

Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Curriculum Revision	We anticipated a rough start to the competency test as we just started the move to an EQGS proficiency exam. We hope to see the scores improve as the test sequence and preparation that goes with it moves forward.

Standard/Outcome	EQGS-Leadership.5 Compare methods of leadership in business and industry settings.	
Legend	A	
Course/Event	EQU 415	
Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Curriculum Revision	Students seem to struggle to write their reflections to explain this objective and assessors are inconsistent with what they expect. The low student numbers meant that just one poor reflection had a major impact.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

EQA, EQS and EQGS sophomores and transfers complete a multi-phase test. The proficiency sequence consists of a written exam, an interview and for the EQS students an applied riding exam. The interview is evaluated by two faculty members using criteria that the students have in advance. Students must earn 85% or better on the proficiency exam to pass. The written test includes 50 questions pulled from a test bank of 250 questions given to the students in advance. Students must earn a 90% on the written exam to pass this phase

of the proficiency test. During students performance days, the freshman, juniors and seniors take the same written proficiency exam but without access to the test bank. This gives the division a method to compare different classes of student against the testing sophomores. Historically the EQA and EQGS upper classman have performed much weaker against the test. We suspect that this was because they had no sophomore level proficiency exam that pushed them to review previous coursework and information in a high stakes testing situation. We are anxious to see if the addition of the EQA and EQGS proficiency exam improves upperclassman performance in subsequent years.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

EQA_EQGS_Rider_Interview_2017.doc

2017_Student_Performance_Days_EQS_EQA_EQGS.docx

senior_interview_instructions.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Our seniors present a project of their choice during senior showcase. They are scored for their seminar course, but are able to select a project from any course or experience that relates to their major. The variety of projects demonstrates the scope of the program. Students are required to present and dress in professional attire-- something that we have at times struggled with. We were pleased with the projects and presentations during the 16-17 year.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Although not a formal component included in syllabi, the equestrian division is active in assisting the community. The division hosted the annual 4H and FFA judging clinic in February which is run by faculty and the students on the judging team. In addition the judging students and faculty met with FFA and 4H groups individually from all over the state of Missouri to help mentor and prepare them for their district and state competitions. WWU western hosted a practice judging contest for the state FFA conference in Columbia, Missouri. The equestrian facility host many local and regional educational tours for kindergarten through adults with special needs throughout the year.

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

21 LEAD events sponsored by equestrian program faculty during the 16-17 year.

8/19 Think Like a College Student (Equestrian student event)

9/24 Western Club Fall Show

10/1 Hunter Jumper Derby

10/7 Parade of Disciplines

11/5-6 Completely Relaxed Dressage Show

12/1 Show Me the Carfax-Equine Pre-Purchase Tool

2/1 The Legacy of Sheila Varian

2/6 50 to 1: The True Story of Mine That Bird

2/8 Tribute to African American Saddle Horse Trainers

2/21 Paddock Club Trivia Contest

2/25-26 Spring Horse Show

3/2 Buck Brannaman the Horse Whisperer

3/25-26 Completely Relaxed Spring Schooling Dressage Show

4/1 Equine Event Management Fun Show

4/6 and 4/11 Teaching and Training--George Morris

4/8 Spring Western Club Show

4/18 The Science of Riding

4/19 An Interview with George Morris

4/21 The Art and Science of Horseshoeing

4/24 Jumping and Equitations Clinic

5/2 The Horse with the Flying Tail

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

November 2016 Saddle Seat students earn multiple American Royal Championships

November 2016 Western students earn multiple Color Congress Championships

2016 U. S. National Champion Senior Judging Team

October 2016 Hunter Jumper students earn championships at American Royal

March--Carthage, MO Heart of America Show top 5 ribbons

April--Lexington, KY Springtime Premier Horse Show--top 5 ribbons

April--WWU Pinto Show--high points and championships

Student Performance Days 2017

Tuesday February 21th

Time	Large EQS Classroom	Small EQS Classroom
9:00	EQS, EQA and EQGS Proficiency Written Exam (declared proficiency candidates only)	EQA and EQGS Senior Interviews (you must sign up for time to complete your senior interview—sign up sheet is outside of the front office)
10:00	Proficiency Test Continued	EQA and EQGS Senior Interviews (you must sign up for time to complete your senior interview—sign up sheet is outside of the front office)
11:00		EQA and EQGS Senior Interviews (you must sign up for time to complete your senior interview—sign up sheet is outside of the front office)
12:00	EQS, EQA and EQGS First Year Students—Program advising, Q and A	
1:00		
2:00	EQS Sophomores, Juniors Portfolio Preparation workshop Bring a pen and something to take notes	
3:00	EQA/EQGS Sophomores, Juniors Portfolio Preparation workshop Bring a pen and something to take notes	
4:00		
5:00		
6:00	6:30 Paddock Club Trivia Contest LEAD event but limited to the first 5 teams of 6 to register on the sign up outside of the front office (Aldridge 6:30-8:00)	

Wednesday February 22th

Time	Large EQS Classroom	Small EQS Classroom
9:00	EQS Seniors and Juniors—Written Competency Test and Skills Inventory Bring a pen	EQS Saddle Seat Proficiency interviews FRONT OFFICE (see interview schedule) EQS Western Proficiency Interviews SMALL CLASSROOM
10:00	EQS Freshman/non-Proficiency Sophomore Written Competency Test and Skills Inventory Bring a pen	EQS Dressage and HJ Proficiency Interviews Smith's office EQS Western Proficiency Interviews SMALL CLASSROOM
11:00	EQA ALL EXCEPT PROFICIENCY STUDENTS Skills Inventory/Competency Test Bring a pen	EQS Dressage and HJ Proficiency Interviews Smith's office
12:00	EQGS ALL EXCEPT PROFICIENCY STUDENTS Skills Inventory/Competency Test Bring a pen	
1:00		EQA and EQGS Proficiency Interviews (see interview schedule)
2:00		EQA and EQGS Proficiency Interviews (see interview schedule)
3:00	Annex Open House—Meet in the classroom to learn more about applying to live at the annex. Last chance to apply for the annex position for the 17-18 academic year!	
4:00		
5:00		
6:00		Western Proficiency Applied Exam UPHA
7:00		Western Proficiency Applied Exam UPHA

Proficiency EQA/EQGS Interview

Student: _____

Judge: _____

Major _____

Personal Introduction

Score	Criteria	Score
14-15	The student is able to introduce themselves with poise and confidence. The student speaks clearly and with energy and enthusiasm. The student is able to answer questions from the judges with authority.	
11-13	The student introduces themselves with adequate confidence. The student speaks clearly and is easy to understand. The student is able to answer questions from the judges.	
9-10	The student struggles to introduce themselves and demonstrates nervousness in their speech or body language. The student demonstrates difficulty answering questions from the judges.	
8 and under	The student is unable to introduce themselves with professionalism and needs further development in an interview setting.	

Additional Comments _____

Career Goals

Score	Criteria	Score
10	The student is able to explain their career goals and how they relate to the major that they have selected with confidence and authority. The student remains positive and energetic and demonstrates thorough preparation in their discussion. The student is able to answer questions from the judges with authority.	
9-8	The student explains their career goals and how they relate to the major. The student is confident most of the time with evidence of some preparation. The student is able to answer questions from the judges.	
7-6	The student struggles to describe their career goals and has difficulty relating their selected major to their goals. The student demonstrates little preparation in their discussion and has difficulty answering questions.	
5 and under	The student is unable to clearly discuss career goals and demonstrates no preparation to answer questions or develop a discussion of their career goals.	

Additional Comments _____

Industry Question

Score	Criteria	Score
14-15	The student is able to develop a clear and confident answer to an industry related question. They provide a realistic answer with poise and self-confidence. The student is able to answer questions from the judges with enthusiasm and confidence.	
11-13	The student is able to develop an answer to an industry related question with some confidence. The student is able to answer questions from the judges.	
9-10	The student is able to develop a superficial answer to an industry related question but struggles to articulate it in a clear manner. The student has difficulty answering questions related to their answer.	
8 and under	The student is unable to formulate an answer to an industry related question. They lack confidence in their presentation.	

Additional Comments _____

Self-Presentation

Score	Criteria	Score
10	The student presents themselves as a professional in dress and in action and speech throughout the interview. The student demonstrates their attention to detail in their presentation, wearing an outfit that is complimentary to the overall appearance of the student. The student is able to answer general attire questions with confidence, authority and accuracy.	
8-9	The student presents themselves as a professional in dress and in action and speech throughout the majority of the interview. The student demonstrates attention to detail in all but 1 part of their overall presentation, and wears an outfit that is complimentary to the overall appearance of the student. The student is able to answer general attire questions accurately, but may seem unsure or hesitant.	
6-7	The student presents themselves in an average manner in dress, action and speech throughout the interview. The student does not demonstrate attention to detail in their presentation, and may be wearing an outfit that detracts from the overall appearance of the student.	
5 and under	The student is unable to demonstrate the ability to select and present themselves in suitable interview attire. Clothing may be dirty or ill fitting, and lacks attention to detail in the majority of pieces. The student is wearing an outfit that detracts from the overall appearance of the student.	

Additional Comments _____

General comments:

Total Score :

(50) _____

General	EQS FR (27)	EQS SOPH (8)	EQS JR/SR (13)	EQA FR (8)	EQA SOPH (EQA JR/SR (12)	EGS FR (6)	EGS SOPH (SEGS JR/SR (20)	TOTAL: 102	
Cleaned	27	8	13	8	3	12	6	5	17	99 97%
Mucked S	13	4	7	4	1	8	2	4	13	43 42%
Bedded S	27	7	13	8	3	12	6	5	19	100 98%
Worked i	8	5	11	3	1	11	1	3	15	58 57%
lead hors	25	7	11	6	2	12	5	5	15	88 86%
taken apa	10	5	11	2	2	10	2	3	9	54 53%
Hooked u	17	4	9	5	3	10	2	3	10	63 61%
hooked u	6	3	9	3	2	6	1	4	9	43 42%
Driven a t	7	4	8	3	2	10	2	2	5	43 42%
Stacked h	20	7	12	8	3	8	4	4	14	80 78%
Cleaned a	22	7	13	8	2	12	4	4	17	89 87%
mucked s	27	8	12	8	3	12	6	5	19	100 98%
banked st	25	7	13	8	3	12	5	5	18	96 94%
unclogge	12	5	9	5	2	12	3	5	12	65 63%
driven a t	12	6	9	4	3	11	2	1	9	57 55%
driven a l	14	5	6	4	3	6	1	3	6	48 47%
Worked a	27	8	13	8	3	12	6	5	18	100 98%
led a skitt	25	8	13	8	3	11	6	5	18	97 95%
applied a	20	6	13	2	1	12	3	2	16	75 73%
cleaned a	12	5	13	2	3	12	1	4	16	68 66%
body clip	10	5	12	3	1	10	2	3	13	62 60%
are comf	23	8	13	8	3	12	6	5	18	96 94%
heald a jo	21	7	13	7	3	12	5	5	17	90 88%
loaded a	20	7	13	8	3	9	5	5	14	84 82%
lunged a	23	8	13	7	3	11	5	5	18	93 91%
lunged a	13	4	11	6	1	6	2	4	11	76 74%
Worked a	15	8	13	8	3	12	5	5	18	87 85%
bathed a	24	8	13	8	3	12	6	5	18	97 95%
applied a	20	8	13	3	2	12	4	4	19	85 83%
washed, d	18	8	12	4	2	8	4	3	15	74 73%
clipped a	10	6	13	3	1	10	3	4	14	64 62%
can stand	10	6	12	2	1	11	3	4	13	62 60%
Heald for	22	6	12	8	3	11	5	5	16	88 86%
loaded a	16	6	10	7	1	8	4	5	13	70 69%
long lined	7	5	9	3	1	5	1	3	14	48 47%
driven a t	9	4	8	1	0	5	3	1	12	43 42%
turned ou	26	7	11	8	3	12	6	3	17	93 91%
managed	21	6	11	7	2	12	4	3	15	81 79%
Managed	14	5	10	4	1	12	1	2	11	60 59%
Braided a	9	4	5	3	0	3	1	2	7	34 33%
French br	11	5	6	2	1	5	2	3	7	69 67%
braided a	20	5	6	6	3	8	4	2	13	67 65%
banded a	10	4	9	2	2	7	1	1	10	56 64%
put in a fa	7	3	9	2	0	1	2	0	8	32 31%

Re-Ocurring test question problems

Roughage & forage being listed as a type of hay/nutrient

Amino acids & supplements being listed as a nutrient group

Tetanus Spelling: Tetinitis, Tetnuss, tetrinitus,

some wrote Cold Poltice: Shrinks the muscles

Foot Falls not being numbered just drawings of feet.

Pony maximum height being 14.3 or above. Might be confused thinking the pony has to be under 14.3 instead of 14.2. Many wrote 14.3.

Calling the croup the weakest region of the back or getting it mixed up with the loin.

Alf cubes/alfalfa being a roughage supplement when the answer is beetpulp.

Dose syringe being 10/12/14 CC. Hardly any wrote 60 CC

Had a hard time circling all three of question #1 about skeleton growth

Front Weight distribution normally too high 75%+

Labeling the leg as Hoof, Pastern, and ergot not internal structures

Confused roaring with heaves/COPD

Thinking that de-worming happens every few weeks/months

Collection: Slowing down, smaller steps, on the bit, head in, balled up.

Spelling: Hawk, superdistal, beef bulk

Writing "Hoof wall" for the edge of the sensitive laminae where it combines with the insensitive and is visible as we pick up a horses foot.

No one knew what AEEP stood for. Or did not understand to write it.

Many said the structures you avoid in IM shot are the arteries and veins. Not much nuchal ligament knowledge and mislabeled on the drawings. I.e spine on the top.

Diagonal aids is the riders right side and the horses left side working together. For example, the right leg of the rider goes the front left leg of the horse.

Proposed GE Cluster Descriptions – FINAL Version

Critical Analysis: (9 credit hours)

- Critical Thinking (3 credit hours)
- Ethical Reasoning (3 credit hours)
- Meaning (3 credit hours)

Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content.

Creative Expression: (12 credit hours)

- Communication (9 credit hours)
- Fine & Performing Arts (3 credit hours)

Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms.

Quantitative Inquiry: (10 credit hours)

- Natural Sciences (7 credit hours)
- Mathematics (3 credit hours)

Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context.

Society & the Individual: (12 credit hours)

- Social Science (3 credit hours)
- Diversity (3 credit hours)
- Historical Perspective (6 credit hours)

Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors.

EQA/EQGS Senior Interviews

Make sure that each senior has ONE assessors complete an interview rubric. We don't need double forms as this is more of a senior comparison to what the sophomores will be doing for their proficiency interview.

This interview can be done in a group/informal setting by asking the group to introduce themselves and then asking them to talk about their career goals. After hearing what their career goals are, you can ask them whatever industry question you think will give you some insight into their level of knowledge about the field.

They have not been asked the "dress" for an interview, so keep this in mind when scoring the back of the rubric (self-presentation). We want to use this to see if our added EQA and EQGS proficiency tests starts to boost our seniors in their interview ability.

The folder includes enough blank rubrics for all who signed up for an interview time and a few extras. I have scanned and emailed the sign-up sheet to all students who are interviewing tomorrow and a copy of the sheet it also in the folder.

Please fill in the next group of assessors so that they can keep things going!

9-10 Karen and Laura

10-11 Liz and Sarah

11-12 Jean and Michelle

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> • Program learning objectives are not clear or measurable 	<ul style="list-style-type: none"> ✓ N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	<ul style="list-style-type: none"> ✓ N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data. 	<ul style="list-style-type: none"> • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	<ul style="list-style-type: none"> ✓ N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes. 	<ul style="list-style-type: none"> N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	<ul style="list-style-type: none"> ✓ N/A
Comment:					